





				questions and grammar
Week	Objective(s)	Language (core content)	ICU	Follow up
1	<p>To evaluate and improve conversations from last term</p> <p>To use knowledge of phonics to read their written conversation.</p> <p>To revise complex sentences (small group)</p> <p>To practise and embed question forms and answers in their Spanish workbooks.</p>	<p>Vocabulary for a conversation hola-hi , Qué tal?- How are you?, ¿Cómo te llamas?, Me llamo- My name is, ¿Dónde vives?- where do you live?, Vivo en- I live in, ¿Dónde está tu pueblo?- Where is your town?, Está- It is, ¿Cómo es tu pueblo?- What is your town like?, Es- it is, ¿Qué hay en tu pueblo?- What is there in your town?, En mi Pueblo hay- In my town there is... phonemes /a, e, I, o, u, qu, h, ll, v, pue/</p>		 literacy, performance skills and geography
2	<p>To revise and consolidate questions from previous lessons in written form</p> <p>To use a word list to write a text in response to a picture.</p> <p>To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)</p>	<p>questions</p> <p>¿Qué país es?- What country is it? ¿De qué color es la bandera?- What colour is the flag?</p> <p>¿Por qué es famosa el Reino Unido/ Inglaterra? - What is the Uk famous for?</p> <p>¿Dónde vives?- Where do you live?</p> <p>¿Qué hay en Ryde?- What is there in Ryde?</p> <p>¿Cómo es tu pueblo?- What is your town like?</p> <p>¿Te gusta tu pueblo?- Do you like your town?</p> <p>¿Por qué? -Why?</p> <p>Describing photos & giving opinions</p>	<p>To think about what countries are famous for and stereotypes</p>	 literacy, geography Reassess the questions at the end of half term.
3	<p>To learn the names of some well-known Spanish cities.</p> <p>To understand longer</p>	<p>Geography - main cities in Spain la ciudad / las ciudades (the town/city - towns/cities) Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz</p> <p>Introduction to 5 festivals & sentence-building</p>		 literacy and geography

	<p>sentences To practise writing longer sentences from memory</p>	<p>E.g. En julio en Pamplona hay una fiesta que se llama San Fermín. (In July in Pamplona there is a festival which is call San Fermín.)</p>		
4	<p>To embed question words</p> <p>To understand language presented in sentences, some of which is unfamiliar</p> <p>To listen to passages of 15 - 25 words and identify the gist to identify the festival. (Passages include some new language, mostly cognates)</p> <p>To read and understand a short text about the Carnaval de Cádiz To use a dictionary, if needed, to help identity unknown words</p>	<p>Introduction to festivals and listen & identify 5 x festivals. España es famosa por sus fiestas: Spain is famous for its festivals Fiestas celebran la tradición y la cultura española: Festivals celebrate Spanish tradition and culture En muchas fiestas la gente baila, canta y toca instrumentos: In lots of festivals people dance, sing and play instruments. En muchas fiestas también hay fuegos artificiales: In lots of festivals there are also fireworks.</p> <p>Carnaval de Cadiz - match Q & As ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de...? (What do you think about...?)</p>	<p>To learn details about 5 traditional Spanish festivals.</p>	 literacy and geography
5	<p>SATs week</p> <p>To give opinions and reasons for liking / disliking / preferring the festival 'Las Fallas' to the Cádiz Carnival</p>	<p>Las fallas Key language for all 5 x festivals me gusta(n) / me encanta(n) / odio / prefiero me parece (it looks / seems) / creo (I believe) hay / se llama (it is called) baila(n) (dances) / toca(n) (plays) / canta(n) (sings) se celebra(n) (is celebrated) / lleva(n) (wears) dura(n) (lasts) / la fiesta / las fiestas (festival / festivals) / la gente (people) / un instrumento (an instrument) / la tradición (tradition) / la cultura (culture) / sombreros (hats), gafas (glasses), pelucas (wigs), un pañuelo (scarf), una camiseta (t-shirt), un</p>	<p>To find out more information about one specific festival.</p>	 literacy, art, music and geography

		traje tradicional (traditional dress), un disfraz (fancy dress) / fuegos artificiales (fireworks), canciones (songs), petardos (firecrackers), figuras de papel maché (papier maché figures) / el encierro (bull running), la corrida de toros (bull fight)		
6	<p>To reassess the questions and answers from lesson 1</p> <p>To write (independently) sentence answers to familiar questions to produce a description of the San Fermín festival</p> <p>To give opinions and justify those reasons</p>	<p>See questions from lesson 1</p> <p>San Fermín (+ revision of song)</p> <p>Key language as above.</p>		<p> literacy, geography, music</p> <p>Next half term, use key language from this module to describe a festival in the UK.</p>